MODULE 3: WHAT IS "COMMUNITY"

Enabling Objectives: Participants will be able to:

> ➢ Define their "community" in terms of people who make up the community.
> ➢ Describe the benefits that the Service (or other agency) brings to the community; how the Service/other agency serves the community.
> ➢ Describe the benefits to the resource manager/participant and to the Service/other agency that the community can offer, such as identifying issues and resources.
> ➢ Identify the steps in conducting a community assessment, including resource, community issues and concerns, and social/cultural/heritage/values.

FROM THE LITERATURE: DEFINING COMMUNITY

"As geographical regions come to be viewed as diversified
biological and socio-economic systems, it is becoming
increasingly difficult to constrain them within unnaturally imposed
boundaries."

<div align="right">

Eco-Mapping: Planning and Management of Bio-Social Ecosystems
Abstract
Dan Baharav, James A Kent and Eva Baharav
</div>

"Historically, the places where people lived, worked and played
in...communities overlapped strongly. Contemporary...
communities have become less insulated, with residents involved
in networks extending far beyond the traditional community
boundaries. This disjuncture of the physical and functional
challenges a community's sense of itself, but can also provide
important links to outside visions and resources."

<div align="right">

Sustaining the Rural Landscape by Building Community Social Capital
Community Development Reports
Cornell Community and Rural Development Institute
Volume 5, No. 2, Fall 1997
</div>

"Today, in ecosystem management...management boundaries [are
being redrawn] to coincide more with watersheds, natural
ecosystems, and geologic provinces. From mapping informal
cultural systems over the years, we have found that the human
geographic units often correspond at a certain scale to these
ecological units. Differences occur when technological intrusions
or economic changes affect boundaries..."

<div align="right">

Social Ecology: A New Pathway to Watershed Restoration
Kevin Preister and James A Kent
</div>

DEFINITION AND CRITERIA FOR STAKEHOLDERS

DEFINITION

> All those people – internal and external – with whom you interact
> to accomplish the work that is important to you.

CRITERIA FOR STAKEHOLDERS

✓ Those who are impacted, directly or indirectly, by the mission and vision.

✓ Those who support, directly or indirectly, the mission and vision.

✓ Those whose support is needed, directly or indirectly, for the mission and vision.

✓ Those with the potential to support, directly or indirectly, the mission and vision, including non-traditional allies.

✓ Those who are responsible for or to the mission or vision; that is, responsible for a specific habitat, land area, critter.

✓ Those who have a legal, social/cultural and/or moral interest in the mission and vision.

ACTIVITY 3.1: IDENTIFYING STAKEHOLDERS
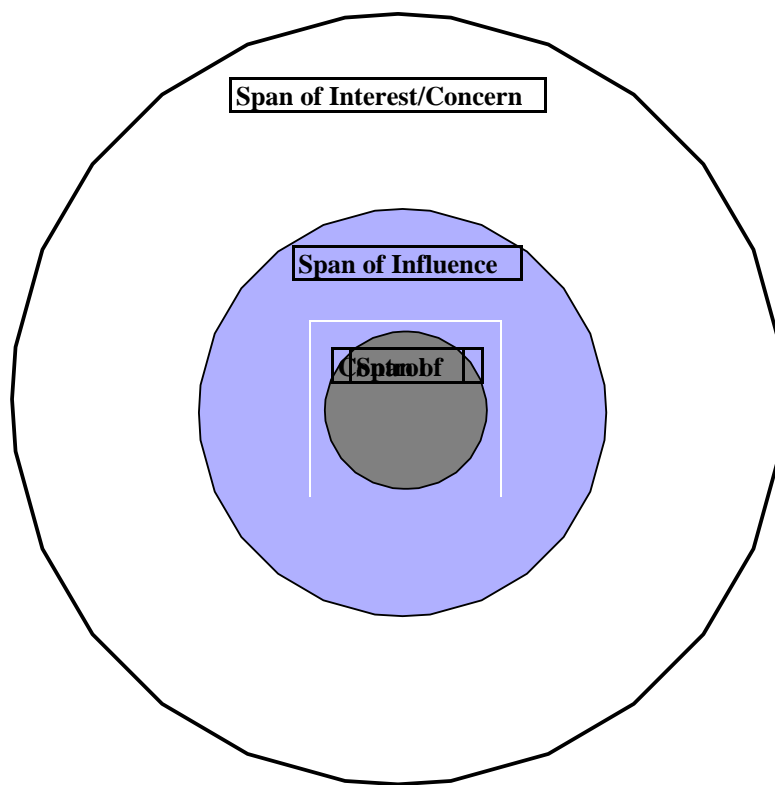
Instructions:

Take a look at your personal vision, illustrated earlier. Think about the vision you want to create, in all its elements, characteristics and values. Review the list of generic stakeholders your group just brainstormed, and also, review lists generated by other groups.

Develop a list of stakeholders that are important to your personal vision, using the criteria for stakeholders suggested. Be as complete as possible; add stakeholders you may think of in addition to those on the existing lists. If you finish before time is called by the instructor, partner with another and share your respective lists. Coach and challenge each other to make sure both lists are as complete as possible and fit the criteria.

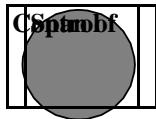| Impacted by your vision	Support your vision	Support is needed for your vision	Potential to support your vision, including non-traditional allies	Responsible for or to your vision	Have a legal, social/ cultural and/or moral interest

MODEL FOR STAKEHOLDERS

The purpose of this model is to assist in prioritizing community building efforts among stakeholders. Use the model to think through how much control or influence you have over particular stakeholders or stakeholder groups. Based on the resources available to you, you can target the stakeholders where your influence can pay off in increasing or reinforcing their commitment and support for your vision.

Span of Interest/Concern

Span of Influence

Span of **Control**

ACTIVITY 3.2: WHERE DO THEY FIT?

Instructions: Refer to activity 3.1, in which you identified stakeholders that met the six criteria. Follow instructor guidance to bring stakeholders forward to this model and place in appropriate ring or category. Review the groups in the outer-most category: can those groups be broken down into subsets, some of whom you may be able to influence?
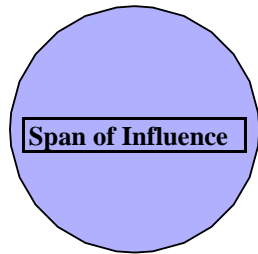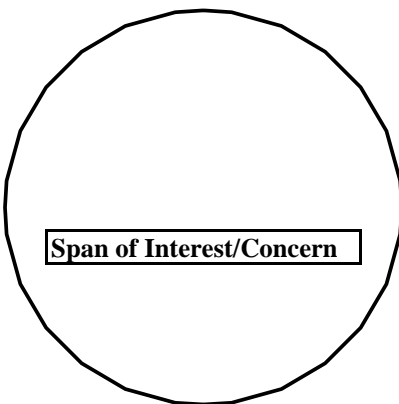
List Stakeholders

Span of Control

Span of Influence

Span of Interest/Concern

_____

_____

_____

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DEFINING BENEFITS AND SERVICE

BENEFIT

A benefit is a positive outcome or result; something that is gained
because of...

SERVE OR IN SERVICE TO:

To help or aid; helpful or friendly action;
To provide with; the act of method of providing people with the use of...
To be of assistance to or promote the interests of...

ACTIVITY 3.3: IDENTIFYING BENEFITS

Instructions: Each group member will keep his/her own community in mind as the group follows the steps to create the message. Therefore, the message will represent the cumulative benefits brought to all group members' communities.

1. Think about what you know about your community's needs and the community's vision.
2. Think about the ways that you and the Service support and serve the community's needs and vision.
3. Brainstorm a list of the benefits and ways you serve.
4. Create a 2-minute message that conveys the benefits and ways you serve your communities.

Instructions: Each group member will keep his/her own community in mind as the group follows the steps to create the message. Therefore, the message will represent the cumulative benefits sought from all group members' communities.

1. Think about what you know about your community's assets and resources.
2. Review your visions, collectively, and think about what your communities can do to support and serve; what benefits your community can offer in support of your vision.
3. Brainstorm a list of the benefits and ways the communities can serve.
4. Create a 2-minute message that conveys the essentials of your visions, and ways the communities can serve or provide benefits.

NOTES:

MESSAGE:

ACTIVITY 3.4: INTRODUCING A COMMUNITY

Instructions: View the video vignette with the following questions in mind. Make notes in the space provided.

1.   What are your overall impressions of the community?

2.   What observations can you make about the people?

3.   What observations can you make about the physical community?

4.   What types of businesses do you observe? What condition are they in?

5.   What do these observations suggest about the community – its health, wealth, attitude, community minded-ness?

6.   What other conclusions can you draw from your observations about this community?

CONDUCTING A COMMUNITY ASSESSMENT[1]

A community assessment should produce the following results:

★ A description of the community or planning area.
★ An identification of community values.
★ An inventory of natural and human-made features including sensitive areas and opportunities.
★ An evaluation of economic conditions in your community.
★ An evaluation of public facility and infrastructure capacity and effectiveness.
★ Linkages among social, economic and environmental issues.

Steps in conducting a community assessment[2]

❑ Get the Right People Involved

Determine who the best resources are to conduct the assessment. That may be just you, a team of your colleagues and employees, or individuals outside your office or span of control. Consider organizing and getting the community involved. You may wish to seek out local experts, tap the talents of high school and college students. If you involve community members in the team, they should be representative of the community at large and include knowledgeable persons on a variety of topics.

❑ Planning Area Boundary

Determine the size and shape of your planning or community area. Thus far, the community has been largely defined as a group of people, rather than focused primarily on a geographic area. Where are these people and groups located? Do the individuals and groups coincide with municipal limits or an ecosystem or watershed boundary? Are they dispersed in a less geographically-oriented fashion? Developing a planning area

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[1] The information provided in this section is a compilation of several sources on community assessments. The sources are also provided as resources for further guidance. The EPA's website for Green Communities is particularly helpful for planning a community assessment, both because of its own content and the links provided.

[2] In part, derived from EPA's website for Green Communities

boundary is important for the later task of data gathering and analysis. If the planning area is too small, you may not capture the extent of issues which may affect the community. Often times, sources of economic or environmental problems do not abide by political boundaries. Choose your planning area carefully so that you can best understand the issues which may affect your community and its environs.

❑   Gather Information

You will want to collect data and information from a wide variety of sources in order to complete a community assessment. The following sections list recommended topics to include in your community assessment and points you to sources of that information. Depending upon how large and complex, or small and/or homogenous your community is, you will use more or less of the areas of focus (listed below), need to answer more or fewer of the questions suggested, and tap more or fewer of the resources suggested.

❑   Get personal

Some of the information you will need to collect can only be done by personally interacting with community members; this is especially true of social capital/cultural information and understanding. You'll want to wander around, literally or figuratively (e.g.,telephone or other technology) and visit with people, visit local gathering places, and have informal and casual conversations.

❑   Review and Organize Information

Once the information about the community is collected, you will need to organize it into a coherent representation of the community. You can use the areas of focus as a simple organizing format, or create a more complex organizing structure based on the nature and complexity of the community itself. Remember that this community assessment will provide the strategic foundation of many of your planned community building activities. As such, the assessment will also need to be correlated to your vision and mission.

A community assessment is made up of the following areas of focus:

✓   Environmental/natural resources.
✓   Economic resources.
✓   Public policies, regulations and practices, including historic and current land use, environment.
✓   Public facilities and infrastructure.
✓   Health and health resources.
✓   Social capital/cultural resources.

Resources for guidance on conducting community assessments.

♦   The US Environmental Protection Agency's Green Communities website at
        www.epa.gov/greenkit, providing a planning kit and resource links.
♦   Ontario Round Table on Environment and Economy website, entitled Sustainable
        Communities Resource Package
♦   Cornell Community and Rural Development Institute website at
        www.cardi.cornell.edu/index.cfm – providing abstracts, case studies, and resource links.
♦   Measuring Social Capital in Five Communities in NewSouthWales by Bullen and Onyx,
        available on www.mapl.com.au/A2.htm
♦   Various articles and abstracts by James A Kent, in collaboration with others, including
        Kevin Preister, Dan Baharav and Eva Baharav.
♦   Learning Community – Linking People, Place and Perspective, The US Bureau of Land,
        Management, US Forest Service, National Park Service, and San Bernardino National
        Forest Association: the Partnership Series.
♦   The Citizen's Handbook – a Guide to Building Community in Vancouver website at
        www.vcn.bc.ca/citizens-handbook
♦   nrm.changelinks.net, providing links for developing change in Natural Resource
        Management; this is an on-line resource guide for those seeking to improve the use of
        collaborative and learning-based approaches. Website is
        http://nrm.massey.ac.nz/changelinks/

Most of these website offer both links to other websites as well as print material available from
government, not-for-profits, academia and private authors.

CONDUCTING A COMMUNITY ASSESSMENT:
Economic Resources

Defining economic resources	Questions to Ask	Resources for Information
Economic resources include the businesses that operate in and support the community, the population, and its way of life. Businesses range from small and medium sized businesses, often individually or family owned, to corporations. Several economic characteristics that should be collected include information on major employers, employment by	♦ Are local businesses healthy and growing? ♦ Does the community encourage and nurture locally-owned and operated businesses? ♦ If local businesses grow, what will be the economic, environmental, and social impacts? ♦ Is the local budget planning based on a growing economy? ♦ What is the level of unemployment in the community? ♦ What business sectors are generating jobs? ♦ Is the community self-sufficient in terms of employment or dependent on national or multinational corporations? ♦ Is the community dependent on natural resources (logging, fisheries) for the majority of local jobs; on heavy industry manufacturing; or do service type industries supply jobs?	--US Bureau of Census: · U.S. Census Data, Census of Population and Housing STF3 · U.S. Census Data, Census of Agriculture · U.S. Census Data, Census of Manufacturing · U.S. Census Data, Census of Wholesale Trade · U.S. Census Data, Census of Retail Trade · U.S. Census Data, Census of Retail Services --Local Economic/ Employment Data --Regional Economic/ Employment Data --U.S. Department of Commerce, Construction Statistics Division
sector (agriculture, manufacturing, wholesale trends, retail trend and services),	♦ Is the right mix of skills available for jobs? ♦ Are existing sources of economic activity protected? For example, are farmers assured of the right to farm, unhampered by conflicts with	--U.S. Bureau of Economic Analysis --Local/County Building Inspector/Departments --Local Libraries

| journey-to-work data and unemployment data. | ♦ sub-urban development?
♦ Is/are the shopping area(s) attractive?
♦ Is the average education level in the community increasing or decreasing?
♦ Do businesses dedicate a percentage of payroll to training & education?
♦ Do local businesses support economic renewal by supporting local programs?
♦ Are industries located near sensitive habitats; are the businesses likely to want to expand into those areas? | --Local/County/Regional Planning Departments/ Commissions
--Universities
--Private Data Providers
--Local Industrial/Economic Development Authorities /Commissions
--Local Chambers of Commerce
--Regional/County Transportation Planning Agencies |

CONDUCTING A COMMUNITY ASSESSMENT:
Public policies, regulations and practices, including historic and current land use, environment.

Defining public policies, regulations & practices	Questions to Ask	Resources for Information
Public policies, regulations and practices include both formal, e.g., legislated, and informal, e.g., common practices and precedents. Consider policies, regulations and practices about: · land use – current and historic; · sustainability; · treatment and disposal of waste, e.g., recycling; · environmental – protection and use of resources.	♦ Does local zoning allow for a variety of housing types? ♦ Will affordable housing be available for everyone in the area, including those on fixed incomes or low-income families? ♦ Does new construction incorporate energy-saving features? ♦ Is senior citizen housing and housing for those with disabilities available? ♦ Does housing allow easy access to public transit, recreation, and services so that people do not need to drive everywhere? Are growth areas planned so that they will be accessible? ♦ Will new houses be built with connections to wastewater treatment facilities or in soils that can accommodate on-site septic systems? ♦ Will new housing developments have stormwater management systems that control runoff adequately? Will new developments cause flooding downstream?	*Resources to consider:* --Local Zoning Ordinances --Local Subdivision and Land Development Ordinances --Local Comprehensive Plans --Local Design Standards --Local Industrial/Economic Development/Recovery Plans --County Zoning Ordinances --County Subdivision and Land Development Ordinances --County Comprehensive Plans --County Industrial/Economic Development/Recovery Plans --State Planning Regulations --State Planning Guidelines and Policies
A review of the community's regulations	♦ Do zoning and subdivision ordinances require that meaningful open space (more than just	*Sources* --Local/County/Regional Planning

and policies will help identify those key forces at work within the community that control and guide land use decisions. Applicable policies and regulations will include such things as zoning ordinances, subdivision and land development ordinances, comprehensive plans, design standards, and industrial/economic development/recovery plans. While most of these will be found at the local and county levels of government, some may be found at the state level.	wetlands and steep slopes) be protected? ♦ As the population grows, is the amount of protected open space increasing to meet the needs of the new residents? Is open space accessible to the public? ♦ Is the community aware of the need to protect a network of habitat and greenways in order to support a diverse population of plants and animals? Does the planning and zoning create such a network? ♦ Is there a good balance of passive (views, wilderness, walking trails) and active (playing fields, picnic sites) open space? ♦ Is open space managed to protect the environment using practices such as integrated pest management, streamside buffers, and composting of waste? ♦ Is the open space handicapped-accessible? ♦ Is open space well-distributed throughout the community so that everyone can enjoy it? ♦ Is the setting aside of open space as part of new developments encouraged or required?	Departments/Commissions --Libraries --Local/County Historical Societies/ Museums --Local/County/Regional Economic Development Authorities/Commissions *Current Land Use Resources* --Local planning departments/ Commissions --County planning departments/ commissions --Regional Planning Departments/ Commissions --State Planning Agencies --State Environmental Agencies --Other State Agencies (ie., Transportation) --U.S. Geological Survey (USGS) --U.S. Department of Agriculture, Natural Resources Conservation Service --Local or State Universities and Colleges
Land use patterns are a basic feature in community planning. Need to identify past and present land use patterns, how development has occurred, and the	♦ Are there efforts to preserve farmland through tax incentives, etc.? ♦ Does open space in the community link up with that in neighboring communities? Are floods a problem in your area? If so, is the problem getting worse or better?	*Historical Land Use Resources* --Local Planning Departments/ Commissions --Local Libraries --Local Historical Societies/Museums --County Planning Departments/

policies that are in place to control and guide future land use decisions. Identifying past land use practices can help to provide an historical perspective to land use decisions. From this review of past development practices, development trends or patterns may be identified to help project future development patterns.	♦ What are the factors causing more or less flooding? ♦ Will structural works be required to prevent flood damage? ♦ Who will pay for flood control? ♦ Is development in the floodplain increasing? Is it allowed under current laws? ♦ How does new development manage stormwater? Is there a plan for long-term maintenance of stormwater facilities? ♦ Does flooding pose a risk to peoples' homes and lives? ♦ Is impervious cover (streets, parking lots, rooftops, etc.) increasing?	Commissions --County Historical Societies/Museums --Regional Planning Departments/ Commissions --State Planning Agencies --State Environmental Agencies (ie., Natural Resources or Environmental Protection) --State Museums/Historical Commissions --Other State Agencies, e.g. Transportation --U.S. Geological Survey (USGS) --U.S. Department of Agriculture, Natural Resources Conservation Service --Local or State Universities and Colleges --Private Aerial Photography Companies --Private Historical Mapping Companies

CONDUCTING A COMMUNITY ASSESSMENT:
Public facilities and infrastructure

Defining public facilities and infrastructure	Questions to Ask	Resources for Information
Public facilities and infrastructure include solid and hazardous waste management and treatment, including sewer, water distribution and wastewater management, transportation, e.g., highways and mass transit, energy production and distribution, fire and police protection, and military installations. It is important to evaluate the effectiveness of these public facilities which contribute to human health and environmental protection.	♦ Is the right mix of infrastructure in place for desired growth? ♦ Is infrastructure available, but underutilized, either in newly developing areas or in older areas? ♦ What major repairs and upgrades are expected to be needed in the future? ♦ Are taxes increasing or decreasing, and how are they related to the cost of maintaining infrastructure? ♦ How do trends in development, population growth, and open space relate to infrastructure demand and taxes? ♦ Is infrastructure being planned with concern for environmental and social impacts? ♦ Are alternative methods being built into the planning process? Examples would be land treatment of sewage effluent and use of constructed wetlands for stormwater management.	*Sources to consider:* -- Sewage facilities plans -- Watershed management plans -- National Pollutant Discharge Elimination System (NPDES) permits -- On-lot septic system ordinance -- Local/county comprehensive plan --Water resources and facilities plans --Wellhead and source water protection --Surface and ground water resources mapping --Watershed management plans --Local/county/regional storm water management plans and ordinances --Local/county/regional comprehensive plans --National Pollutant Discharge Elimination System (NPDES) permits --State and federal database information --U.S. Geological Survey topographic mapping
Due to the nature of the	♦ Is traffic congestion increasing?	–Energy Regulatory information - federal,

facilities, ensuring that operations are proceeding efficiently and effectively is very important. Non-compliance with various environmental standards on inefficient use of energy and resources may place your community at risk from an economic and environmental standpoint.	♦ Does it take longer to get to work and run errands because of heavy traffic? ♦ Are traffic accidents increasing? Are there high accident areas? ♦ How will new development affect traffic? ♦ Are roads biker friendly? ♦ Are new roads planned? If so, has the impact of that road on development patterns been considered? How about effects on streams, wetlands, and groundwater? ♦ Are people able to walk, bike, or take public transit to schools, parks, shopping areas and recreation centers? ♦ Do sidewalks, greenways, and trails connect all parts of the community? ♦ Are there efforts to reduce commuting time and distance? ♦ Is affordable and convenient public transit available to allow those who don't drive to get around easily for shopping, work, education, and health care? ♦ Is new development, both residential and commercial, designed to encourage walking and the use of public transit? Are benches available for those who might need them?	state and local regulations –Energy Permit applications -- Energy local/regional emergency response plan -- Waste facility permit application information --Local/county/regional solid waste and hazardous waste management plans --State solid waste and hazardous waste management plans --State solid and hazardous wastes regulations --State solid and hazardous wastes publications/fact sheets/lists/databases --Federal solid and hazardous wastes regulations --Federal solid and hazardous wastes publications/fact sheets/lists/databases
	♦ Are there places where streams are diverted to pipes or channelized? Could these areas be restored to natural stream beds?	*Resources for information:* --Local/county/regional sewer authorities --Local/county/regional planning

	♦ Where are the discharges to your streams? What materials are discharged? Are discharges increasing or decreasing? ♦ Is water being diverted from your local watershed to other watersheds for irrigation, drinking water, or industrial use? ♦ Is the supply of drinking water adequate? Are programs in place to protect the quantity and quality of drinking water for future generations? ♦ Are there times of the year when discharges from sewage treatment plants are the major source of flow in streams? ♦ Is an adequate supply of groundwater available for industrial use? ♦ Is the rate of groundwater recharge sufficient for the foreseeable future or is water being diverted into roads and storm sewers without being allowed to sink into the soil? ♦ Are wellhead protection areas established? (These efforts prevent contamination of community water systems which use ground water wells as their source.)	department/commission --State regulatory agencies --U.S. Environmental Protection Agency --U.S. Geological Survey --Local/county/regional water department/authority/company --Local/county/regional emergency response agencies --Federal Energy Regulatory Commission --Office of Environmental Management --Nuclear Regulatory Commission --Local/regional/state departments of the environment, natural resources and environmental protection --U.S. service branches and U.S. Veterans Administration
	♦ What is the principal source of local law enforcement and protection, e.g., sheriff and deputies, city or county police department, state police? ♦ How large is the force? ♦ What are their principal duties OR how is their	--Local sheriff, police and fire/emergency providers --State and county police and other law enforcement --Local/county/state government departments responsible for oversight and

	time and focus dictated by the community's activities and needs? For example, traffic enforcement, high-crime activities and investigations? ♦ What role does the local law enforcement force play in environmental or recreational law enforcement and protection? ♦ What is the principal source of fire and emergency response and protection? ♦ How large is the force? ♦ What are their principal duties OR how is their time and focus dictated by the community's activities and needs? ♦ What are the mutual responsibilities or mutual support between law enforcement and fire/emergency? Is it effective? ♦ What types of training and education are provided to both law enforcement and fire/emergency?	administration of law enforcement/fire/ emergency services --Locally based federal law enforcement and emergency preparedness providers --Local/county/state game and fish law enforcement and departments of natural/ environmental resources --Environmental and related law enforcement of federal agencies such as USFWS, US Forest Service, US Bureau of Land Management, US National Marine Fisheries, etc.
	♦ How do your (including personnel who report to you) law enforcement and fire responsibilities, if any, relate to the local law enforcement and fire? For example, do the responsibilities overlap, complement or are there gaps in responsibilities? ♦ What is the relationship between your law enforcement and fire personnel and the local law enforcement and fire/emergency personnel/ departments?	

CONDUCTING A COMMUNITY ASSESSMENT:
Health and health resources

Defining health and health resources	Questions to Ask	Resources for Information
Individual and community health is determined by more than just physical well-being. Interactions with the physical and social environments play a major part in determining how healthy individuals are. This part of the assessment moves beyond assessing the availability of medial services in the community to the interconnections between environment and health, and economic development and health.	♦ Are there sufficient medical personnel (e.g., doctors, dentists) in the community? ♦ What is the community doing, formally or informally, to attract more medical personnel where they are needed? ♦ Is the community prepared for medical or health emergencies? ♦ Do women feel safe walking in the community after dark? ♦ What is the community doing to improve safety, especially for women.	--Local, regional and state public health departments. --Local community offices that may also provide health services. --Private businesses that provide health services, e.g., free/low cost vaccinations to customers. --Local Health Based Organizations --Schools --Doctors' Office, Clinics --Nutrition Clinics --Fitness Centers --Community Health Status Indicators Reports (CHSI) provides data at the county level. --The National Institute of Health --The National Safety Council --National Institute of Environmental Health Sciences --National Toxicology Program
Environmental health	♦ Are there any federal, state, regional or local	--The National Association of County

includes becoming aware of environmental risks and factors within the community and learning how to reduce personal and community exposure to these risks. Factors that may pose a risk to the environmental health of the community are lead, radon, indoor air quality, air quality, household hazardous wastes and ozone depletion.	programs that deal with health issues in the community? Are the offices local to the community?
	
	 ♦ Are there citizens groups that deal with health issues, e.g. advocacy groups?
	 ♦ Do these advocacy groups' activities also involve other aspects of sustainability, e.g., social, economic?
		and City Health Officials
		 --The Environmental Health Center
		 --EXTOXNET - The EXtension TOXicology NETwork
		  --Society of Environmental Toxicology and Chemistry (SETAC)
		  --Chartered Institute of Environmental Health (CIEH)
		  --Environmental Health Information Service
		 --Local Environmental Council
		 --Cooperative Extension Organizations
		 --Community Libraries

ACTIVITY 3.5: BEGINNING A COMMUNITY ASSESSMENT

Background

You represent the Division of Fish and Wildlife Management Assistance and Habitat Restoration in Southern California. The mission of the Division is to conserve fish and wildlife and their habitats to support healthy coastal ecosystems. Your personal vision for the Southern California coast is to create an unbroken coastal ecosystem of public and private coastal land, including shore and submerged habitat, that supports permanent and migratory species. Your vision includes preserving historical cultural/social uses and creating new social uses that complement and enhance the natural ecosystem. Finally, your vision involves coastal communities, with participation and commitment by individuals and community groups.

Recently, in researching the concept of sustainable communities, you discovered the website for the City of Santa Monica's Sustainable City Program. Santa Monica is a coastal city in the Los Angeles urban metropolitan area. It is not close to existing formal Coastal Program locations in San Diego Bay and San Francisco Bay. However, the city is potentially home to a sizable number of those stakeholders you feel are important to your vision and are within your span of influence.

You are not familiar with Santa Monica and must start with the information you have pulled off their website. You have decided to begin outlining a community assessment.

Instructions, Step 1:

1.   Review the website materials provided. Discuss the following questions with your
         colleagues; assume all of you share the mission and vision described above.

2.   What are your general impressions of Santa Monica's "sustainable city" approach.

3.   How does a "sustainable city" approach, as outlined by the city's guiding principles,
         complement your Division's mission and your personal vision for a healthy, unbroken
         coastal ecosystem? How might you and the city create mutual benefits?

4.   What does the fact that Santa Monica has a formal "sustainable city" program suggest
         about the city's own vision for itself?

5.   How complex do you think your community assessment will need to be in order to give
         you a good snapshot of Santa Monica and a good foundation on which to identify
         community support-building and relationship-building activities?

ACTIVITY 3.5, continued

Instructions, Step 2:

Review the areas of focus for a community assessment covered previously. Refer back to the appropriate pages for specifics.

Your purpose is to begin to outline a community assessment. Assume that you will not be able to focus all your attention and resources on this one project and will have to work on it in stages. You want to learn enough in this first phase to begin to identify what initial community support-building and relationship-building activities you might undertake. Therefore, you cannot address all areas of focus at one time.

Discuss and identify which areas of focus you believe will be most important to research in the initial phase of your community assessment. Then identify some of the specific questions or types of questions within the areas of focus you think most important.

Priority	Area of Focus	Specific questions/clusters of questions
☐High ☐Med. ☐Low	Economic Resources	
☐High ☐Med. ☐Low	Public policies, regulations & practices	
☐High ☐Med. ☐Low	Public facilities and infrastructure	
☐High ☐Med. ☐Low	Health and health resources	

CONDUCTING A COMMUNITY ASSESSMENT:
Social capital/cultural resources

*There are four major capital measures, one of which takes up far too much policy time and space at present. This is **Financial capital.** **Physical capital** makes it onto the agenda because of the environmental movement. So there are fierce debates on trees, water, coal and what constitutes sustainable development. Some types of physical capital and financial capital deplete with overuse, or become scarce or too expensive. We occasionally mention **Human capital** – the total of our skills and knowledge but rarely count its loss in unemployment.*

*There has been too little attention paid to **Social capital**...Social capital refers to the processes between people which establish networks, norms, social trust and facilitate coordination and cooperation for mutual benefit. These processes are also known as social fabric or glue, but I am deliberately using the term 'capital' because it invests the concept with the reflected status from other forms of capital. Social capital is also appropriate because it can be measured and quantified so we can distribute its benefits and avoid its losses.*

We increase social capital by working together voluntarily in egalitarian organizations. Learning some of the rough and tumble of group processes also has the advantage of connecting us with others. We gossip, relate and create the warmth that comes from trusting. Accumulated social trust allows groups and organizations, and even nations, to develop the tolerance sometimes needed to deal with conflicts and differing interests...

Social capital should be the pre-eminent and most valued form of any capital as it provides the basis on which we build a truly civil society. Without our social bases we cannot be fully human. Social capital is as vital as language for human society.

Measuring Social Capital in Five Communities in New South Wales
Paul Bullen and Jenny Onyx
Neighbourhood and Community Centres, March 1998
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CONDUCTING A COMMUNITY ASSESSMENT:
Social capital/cultural resources

Research suggests that social capital is made up of several elements:

✓   Participation in networks.

> "Interlocking networks of relationships exist in the community between individuals and groups. People engage with others through a variety of lateral associations, which are both voluntary and equal. Social capital is not generated by individually acting on their own, but depends upon a capacity to form new associations and networks."[3]

> Mildred Warner et al, in <u>Sustaining the Rural Landscape by Building Community Social Capital</u>[4] suggest that "networks link people to other resources and ideas and promote communication and collaboration." Further that "networks...connect the community to broader regional and national efforts...bring in new resources and share local innovation to stimulate broader political and economic change."

> James A Kent and Kevin Preister[5] describe a citizens network as an informal system, "characterized by social networks that support individuals in predictable ways, flexible goals, word-of-mouth communication through daily [natural] routines and gathering places and respected leadership. The functions of the informal system [are] survival, maintaining culture and caretaking."

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[3] <u>Measuring Social Capital in Five Communities in New South Wales</u>, Paul Bullen and Jenny Onyx, Neighbourhood and Community Centres, March 1998

[4] Mildred Warner, Clare Hinrichs, Judy Schneyer and Lucy Joyce, published by Cornell Community and Rural Development Institute, Volume 5, No 2 Fall 1997

[5] <u>Social Ecology: A new pathway to watershed restoration</u>, Kevin Preister and James A Kent.

✓   Reciprocity

"Social capital does not imply the immediate and formally accounted exchange of the legal or business contract, but a combination of short-term altruism and long-term self-interest. The individual provides a service to others, or acts for the benefit of others at a personal cost, but in the general expectation that this kindness will be returned at some undefined time in the future in case of need. In a community where reciprocity is strong, people care for each other's interests.[6]

The research also reports that "communities with higher levels of social capital engage in generalized reciprocity where investment in activities for the broader public good are viewed as both individually and communally valuable...that resource mobilization is higher in communities with networks based on generalized reciprocity and trust which ensure community investments are not siphoned off by a powerful few."[7]

✓   Trust

Community members are willing to take risks in the social context based on their belief that others, at worst, intend no harm, and at best, will respond appropriately and with reciprocity.

✓   Social Norms

"Social norms provide a form of informal social control that obviate the necessity for more formal, institutionalized legal sanctions. Social norms are generally unwritten but commonly understood formulae for both determining what patterns of behavior are expected in a given social context, and for defining what forms of behavior are valued or socially approved."[8]

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[6] Measuring Social Capital in Five Communities in New South Wales, Paul Bullen and Jenny Onyx, Neighbourhood and Community Centres, March 1998

[7] Mildred Warner, Clare Hinrichs, Judy Schneyer and Lucy Joyce, published by Cornell Community and Rural Development Institute, Volume 5, No 2 Fall 1997

[8] Measuring Social Capital in Five Communities in New South Wales, Paul Bullen and Jenny Onyx,

✓   Tolerance for Diversity and Value of Life

Mildred Warner's research finds that "communities with high levels of social capital engage in public debate where differences are appreciated and alternatives are discussed."[9]

Other research includes quality of life issues as part of this element. Quality of life issues overlap with issues such as employment, sustainability, recreational opportunities, environmental health and other aspects and activities considered essential to leading a quality life style.

Finally, tolerance for diversity and value of life may overlap with other cultural considerations, such as ethnic diversity of a community.

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[9] Mildred Warner, Clare Hinrichs, Judy Schneyer and Lucy Joyce, published by Cornell Community and Rural Development Institute, Volume 5, No 2 Fall 1997

CONDUCTING A COMMUNITY ASSESSMENT:
Social capital/cultural resources

Defining social capital & cultural resources	Questions to Ask	Resources for Information
Social capital is defined in the preceding pages. Cultural resources can defined, in part, as: the ethnic makeup and other diversity considerations; patterns of settlement and change in cultural backgrounds; cultural norms or values for change, diversity; recreational activities and opportunities	*Social capital* ♦ What are the impacts of policy changes on the social capital of the community? ♦ What are the economic implications of increasing or reducing social capital? ♦ Is the social capital of the community changing over time? Why? ♦ Are human services being delivered in such a way that they not only deliver the service but also increase the social capital? ♦ To what extent are the current (human/social) service users connected into the community and participating in the community? How does their level of connectedness compare with the general level of connectedness in the community? ♦ How do local businesses and workplaces contribute or detract from the community's social capital? ♦ Are there cultural differences in developing and using social capital?	*Social capital* Principal resources to learn about social capital are the community members themselves, especially the informal leaders in community groups and networks, and the local business and other formal leaders. In addition, the individual/group conducting the community assessment is his/her/its own resource through observations, interviews, meetings and informal visits and conversations. *Additional resources* --Local libraries --Local business groups, e.g., Kiwanis --Local social service providers --Federal social service providers with local offices --Local Chambers of Commerce
	Networks and formal groups	--Local newspapers and other print media

	♦ What informal networks do community members use to express their interests? What is the function of each of the networks? ♦ When and where does each informal network gather to share information or services? ♦ How do the members of the network communicate with each other? ♦ Which networks function in an ongoing manner for cultural, caretaking or survival purposes? ♦ What is the informal leadership in each network, or who is respected and why? ♦ Are some networks more effective than others in addressing the concerns or meeting the needs of members? ♦ Which networks extend beyond the local level and function on a regional or national scale? ♦ What formal organizations, associations or clubs do community members form to express their interests? What is the purpose of each group? ♦ When and where does each formal organization meet to share information or provide services? ♦ How do members of each group communicate with each other?	--Locally-run and oriented radio stations and television, especially local news. --Churches --Schools, public and private --Local Chambers of Commerce --Local clubs, groups and associations --Local business leaders
	Reciprocity and Caretaking ♦ What informal supporting activities occur in the community? How to people care for each other on a day-to-day basis and in times of crisis? ♦ Do families, friends, church or volunteer	

	organizations provide support? ♦ How much do people take care of each other on an informal basis and how much do people rely on formal services? ♦ How are the elderly, single parent, youth, poor and others taken care of? Are informal systems used such as neighborhood groups or churches, or formal organizations, such as public social/human services? *Cultural* ♦ What is the history of settlement? What types of people came with each successive waves of settlement? ♦ Why did people settle the area? ♦ Have there been any significant increases or decreases in population in the past? Why? ♦ Is the current population stable or on the increase? ♦ What major changes have occurred in the community? How have people handled or accepted the changes? Are these changes easily recalled and discussed by people?	*Cultural Resources* --Local libraries --Local, county and state museums and historical societies --U.S. Bureau of Census --Local/state census providers for agricultural, natural resources, housing and business data/statistics --Local providers of social services
	♦ What are the ethnic or cultural backgrounds of the community? ♦ Is the area settled with diverse or homogenous groups? ♦ Has the ethnic or cultural mix been stable? Changed over time?	

	♦ Do people of different races and ethnic groups feel welcome? ♦ How have long-term residents accepted newcomers? ...accepted new cultures or ethnic backgrounds? ♦ Are various racial and ethnic groups integrated into the business, recreational, social, and spiritual life of the community? ♦ How are the ethnic and cultural backgrounds represented in the community, e.g., ethnic restaurants, entertainment opportunities? ♦ Do all groups use community facilities? ♦ In the event of friction among groups, does the community tend to address the problem directly, or ignore it? *Recreation* ♦ What are the principal types of recreational activities in the area? ♦ Which activities, sites, or facilities seem most preferred?	*Recreation: Source of Information* --Local/county/regional comprehensive plans --Tourism brochures
	♦ Are certain activities seasonal, e.g., skiing? ♦ Are most activities oriented toward the individual, family, team, church or school, e.g., high school football, hiking/camping/fishing? ♦ Are there significant recreational activities in which a wide range of individuals participate? ♦ How do groups like youth and seniors recreate?	--State Park/ Forest/ Recreation Agencies' publications --National Park Service publications --USDA Forest Service publications --US Army Corps of Engineers publications --USGS topographic mapping

	♦ How much time is spent on recreational activities? How much money? ♦ Do the majority of recreational activities take place on public or private lands and facilities? ♦ Have there been any major changes in recreational activities in recent years? What event caused the change? ♦ What types of sporting goods or recreational license sales have been on the increase? ....decrease? ♦ What recreational sites or facilities have experienced an increase or decrease in use? Why? ♦ Do current recreational sites and facilities meet current demands? What changes are anticipated in the future and why?	--US FWS *Resources* --Local/county/regional Chambers of Commerce --Local/county parks and recreation commission --Local/county/regional planning commission --Local/county/regional conservation organization, conservancy --State Tourism agencies/Visitor Information Centers --State Park, Forest, Natural Resources and/or Recreation Agencies --National Park Service --U.S. Forest Service --U.S. Bureau of Land Management --US FWS

ACTIVITY 3.6: BEGINNING A COMMUNITY ASSESSMENT
Social capital/cultural resources

Instructions:

Refer back to step 1 in the previous activity. Review the assumptions and observations you made.

1. Which observations and assumptions relate to social capital or cultural resources?

2. What does the website suggest about the existence and/or nature of the elements of social capital, i.e., networks, reciprocity, trust, social norms or tolerance for diversity/value of life.

3. What is the first thing you might do to learn more about the existence or nature of networks, reciprocity or social norms?

4. What is the first thing you might do learn more about the element of tolerance for diversity and about cultural/ethnic backgrounds.

5. If you decide to "hang out" to observe, listen and talk with community members, where might you start? Keep the theme of your vision in mind as you think through the possibilities.

6. Who might you try to talk with first? Where would you find them? How would you approach them?

7. How will you organize what you learn from observations, conversations and "hanging out" in order to relate it to the hard community data you developed from the other areas of focus?

For more information, contact
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